



# IMPROVING THE QUALITY OF ENGLISH LANGUAGE TEACHING FOR FINE ARTS STUDENTS ACCORDING TO LEARNING OUTCOMES AT THE NATIONAL UNIVERSITY OF ART EDUCATION IN VIET NAM: CURRENT SITUATION AND SOLUTIONS

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## ABSTRACT

Improving the quality of English language teaching for Fine Arts students according to learning outcomes at the National University of Art Education is essential to improve students' communication skills and professional expertise in both academic and professional contexts. This paper employs a combined method of document analysis and practical surveys to evaluate and propose improvements for the current English teaching curriculum and methods. The primary objective is to ensure that the program meets learning outcomes by integrating advanced teaching methods and learning materials tailored to students' practical needs. The analysis examines the effectiveness of the existing program and suggests strategies to enhance English proficiency, helping students not only meet the required outcomes but also prepare for international career opportunities. The findings of this research significantly contribute to improving the quality of English language teaching while supporting students in developing professional competencies and strengthening their ability to integrate into the global work environment.

**KEYWORDS:** English Language Teaching, Fine Arts, Learning Outcomes

## 1. INTRODUCTION

In the context of deep international integration, the demand for English proficiency among students in art-related fields, particularly Fine Arts, has become increasingly essential. English not only enables students to access international resources and expand their specialized knowledge but also serves as a bridge for communication, collaboration, and career development in the global market. For Fine Arts students, proficiency in English is a crucial factor that allows them to engage with global artistic trends, update their knowledge of innovative techniques and creative styles, and seamlessly integrate into multicultural working environments. To meet the demands of the global economy and international labor market, universities in Vietnam have been placing greater emphasis on developing English language teaching programs aligned with clear and relevant learning outcomes for students.

Improving the quality of English language teaching for Fine Arts students according to learning outcomes plays a pivotal role in equipping them with essential linguistic skills. However, the current state of English teaching at art universities faces several limitations. The content of the programs sometimes lacks a focus on the specialized skills required by Fine Arts students, such as English for design, painting, or art management. Moreover, current teaching methods may lack practical application, failing to adequately support students in developing professional communication skills or academic language comprehension relevant to the arts field. In addition, teaching materials are often not updated regularly to reflect the latest trends, and the diversity of language proficiency levels within classes poses significant challenges for both lecturers and students.

To address these issues, this study aims to analyze the current state of English language programs at several art universities in Vietnam. It will evaluate the challenges and shortcomings these programs face and propose necessary improvements to meet the practical needs of students and the demands of the profession. Innovations in teaching methods, updates to curriculum content, and improvements to learning materials will be explored to enhance the quality of English instruction. To achieve that goal, the study is conducted with the following research questions:

Question 1. Does the current English program meet the language learning outcome requirements for Fine Arts students?

Question 2. What solutions can improve the quality of English language teaching for Fine Arts students?

The findings are expected to provide a scientific foundation and practical recommendations for improving English language training programs, enabling Fine Arts students to not only meet language requirements but also confidently integrate and thrive in the global arts industry. The study also aims to offer a teaching model tailored to the specific needs of Fine Arts, contributing to the enhancement of specialized English education at art universities in Vietnam.

## 2. LITERATURE REVIEW

### 2.1. Learning Outcomes in Higher Education

"Learning Outcomes" (LOs) have become a key and widely recognized concept in modern education systems, both in Vietnam and globally. Various perspectives on LOs of educational programs and academic disciplines have emerged from different approaches, with two main perspectives standing

out:

First, some studies focus on the relationship between LOs and educational programs within academic institutions. From this perspective, LOs and educational programs are analyzed as relatively independent yet closely interconnected, mutually influencing and shaping one another.

Second, other studies emphasize the interaction between LOs and educational institutions, employers, and society. These studies highlight how LOs reflect the needs and requirements of the labor market for the skills and competencies that graduates should possess (Ministry of Education and Training [MoET], 2015). According to Richards and Rodgers (2001), clearly defining language learning outcomes ensures that the curriculum meets learners' needs and aligns with the demands of the international labor market.

The Ministry of Education and Training (MoET) officially recognized LOs through Official Document No. 2196/BGDĐT-GD&DH, issued on April 22, 2010. In this document, LOs are described as *"specifications regarding specialized knowledge, practical skills, technological awareness, problem-solving abilities, job responsibilities that learners can perform after graduation, and other specific requirements for each level and discipline"* (MoET, 2010).

In Clause 6, Article 4 of the Law on Higher Education, enacted on June 18, 2012, LOs are defined as *"the minimum requirements of knowledge and skills that learners must achieve upon completing an educational program"* (Law on Higher Education, 2012). This definition emphasizes the concept of minimum requirements, providing a persuasive and unified understanding of LOs.

Additionally, Circular No. 07/2015/TT-BGDĐT, issued on April 16, 2015, further defines LOs as *"the minimum requirements for knowledge, skills, attitudes, and professional responsibilities that learners must achieve after completing an educational program."* These outcomes are publicly declared and guaranteed by the educational institution to learners and society, along with the conditions to ensure their fulfillment (MoET, 2015). This definition aligns with the content on LOs as outlined in the Law on Higher Education.

In summary, LOs in higher education, as defined by the Ministry of Education and Training of Vietnam, are the minimum requirements of knowledge, skills, attitudes, and professional responsibilities that learners must achieve upon completing an educational program (MoET, 2015). Consequently, English language training programs for Fine Arts students must ensure that learners not only acquire sufficient linguistic knowledge but also develop the skills necessary for their field of study and future careers (MoET, 2010; Law on Higher Education, 2012). The relationship between LOs and educational programs is integral, mutually influencing and supporting each other in the process of developing and improving the quality of education at higher education institutions.

## 2.2. Analyzing the needs of fine arts students in English language learning

To design an appropriate curriculum, it is essential to understand the English language learning needs of Fine Arts students. These needs include specialized skills such as art-specific vocabulary, the ability to present and describe artworks in English, and access to international Fine Arts resources. According to Tran and Nguyen (2021), Fine Arts students exhibit a strong demand for developing English communication skills, particularly listening and speaking abilities, to present and discuss their artworks and creative ideas. This competence enables them to communicate effectively and persuasively with colleagues and employers, both domestically and internationally.

Le et al. (2023) found that Fine Arts students often face challenges in articulating artistic ideas in English due to a lack of specialized vocabulary. This study recommends that English curricula include courses focusing on terminology and communicative contexts within the arts, helping students express themselves more clearly and accurately.

Similarly, Dang and Pham (2022) emphasize that Fine Arts students need access to specialized art-related terminology, such as techniques in drawing, sculpture, and graphic design, to enhance their ability to engage with academic materials and international art resources. Their research highlights that a deficiency in domain-specific vocabulary can hinder students' learning and deeper exploration of global art trends and styles.

Additionally, Nguyen (2022) underscores the need for learning materials tailored to the Fine Arts field, including reading and listening resources on topics such as art history, artistic styles, and renowned artists. This study suggests that English programs should integrate content on art history and analysis to help students gain a deeper understanding of their field of study.

Thus, learning outcomes play a crucial role in defining the skills, knowledge, and attitudes that students are expected to achieve upon completing their educational programs. As stipulated by Vietnam's Ministry of Education and Training (MoET) through regulations like Official Document No. 2196/BGDĐT-GD&DH (2010) and Circular No. 07/2015/TT-BGDĐT, learning outcomes must be clearly defined, publicly committed, and reflective of societal and employer demands.

This creates a mandate for educational institutions to design curricula closely aligned with learning outcomes to meet minimum requirements while fostering holistic student development (MoET, 2010; Law on Higher Education, 2012).

The analysis of student needs reveals that English programs for Fine Arts students should focus on developing specialized language skills, particularly vocabulary related to Fine Arts, as well as presentation and description skills for artworks. Studies by Tran & Nguyen (2021) and Le et al. (2023) affirm that Fine Arts students require strong English communication skills to support discussions and presentations in the arts, laying the foundation for career advancement in a global environment.

Research by Dang & Pham (2022) and Nguyen (2022) highlights the necessity of specialized vocabulary and study materials related to art history and analysis to help Fine Arts students improve their access to international materials and artistic trends. A lack of such specialized vocabulary and appropriate materials can pose challenges for students in deeply understanding and learning from international Fine Arts resources. Therefore, training programs should incorporate relevant content and terminology into their curricula.

### 3. MATERIALS AND METHODS

This study investigates the quality of English language teaching for art students, with a specific focus on the alignment between the curriculum and the established learning outcomes. The aim is to examine current practices and propose improvements based on the findings. The research targeted students, managers, and instructors at the National University of Art Education

A questionnaire was administered to 225 participants, including students majoring in Fine Arts, managers, and English language instructors. The questionnaire consisted of Likert-scale questions designed to assess perceptions of:

The alignment of the curriculum with the established learning outcomes;

The skills and competencies students feel they need to develop for their professional future;

The adequacy of teaching methods and materials.

Additionally, the study incorporated six in-depth interviews with three groups of stakeholders: scholars, managers, and English language instructors. These interviews focused on:

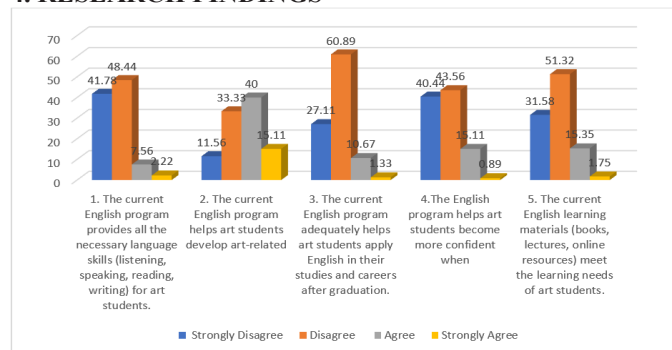
Challenges faced in learning and teaching English in art-related disciplines;

The relevance of current English teaching methods to the specific needs of art students;

Suggestions for improving the curriculum to better support students' language and professional development.

The survey was conducted from February 2024 to October 2024. A total of 231 survey ballots were collected from Fine Arts students at the National University of Art Education. However, six ballots were deemed invalid, leaving 225 valid responses. Additionally, the survey was completed directly by six English instructors, three of whom also held management roles within their institutions.

### 4. RESEARCH FINDINGS



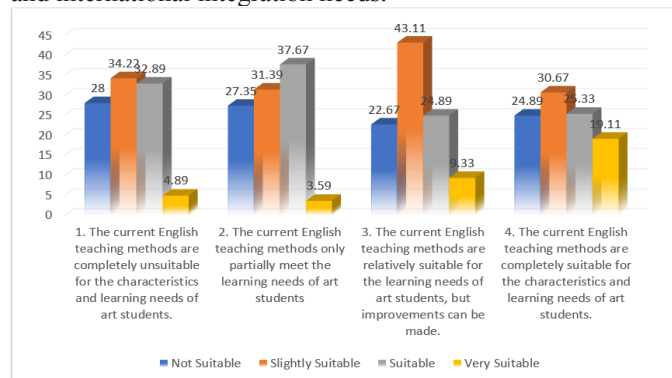
Source: Data from the author's project code B2024-GNT-01

#### Chat 1: Evaluation of the Current English Program

The survey results from Chat 1 indicate that the current English curriculum at art universities fails to effectively meet the established language learning outcomes for students. Specifically, only 7.56% of participants agreed that the program adequately provides listening, speaking, reading, and writing skills, while over 90% disagreed. Regarding the development of art-related vocabulary, 40% provided positive feedback, but nearly 45% believed the program was ineffective. Notably, only 12% of students felt that the curriculum sufficiently equips them to apply English in their studies and careers, highlighting a significant gap in aligning instructional content with practical needs.

Students also expressed a lack of confidence in discussing art-related topics in English, with over 80% disagreeing. Furthermore, the teaching materials received low ratings, with only 15.35% agreeing that they are suitable for their learning needs.

Overall, the current English curriculum falls short of students' expectations and practical requirements. Potential underlying causes may include a lack of subject-specific content, teaching methods that do not prioritize practical application and communication, and teaching materials that fail to address real-world demands. Comprehensive improvements are therefore necessary, such as redesigning the curriculum to balance language skills with the requirements of art disciplines, focusing on specialized vocabulary and advanced communication skills, and updating learning materials to align with learning outcomes and international integration needs.



Source: Data from the author's project code B2024-GNT-01

#### Chat 2: Evaluation of the current English teaching methods

The data from Chat 2 provides a clear picture of how Fine Arts students evaluate the current English teaching methods. Approximately 62% of students believe that the current teaching methods do not fully meet their learning needs, with 28% rating them as unsuitable and 34.22% stating they are only somewhat suitable. This reflects a shortfall in applying teaching methods tailored to the specific characteristics of the Fine Arts discipline, which requires specialized language skills and the ability to use English in real-life, art-related contexts.

Although 32.89% of students consider the current teaching methods fairly suitable, this number remains insufficient to meet the learning needs of all Fine Arts students. Notably, only 4.89% of students feel that the teaching methods are completely aligned with the unique characteristics and learning requirements of their field. This indicates a significant portion of students are seeking improvements to the current teaching methods.

Based on these evaluations, it is evident that the current English teaching methods fail to adequately address the needs of Fine Arts students, particularly in developing specialized language skills and applying English in professional environments. Students require more active and modern teaching methods, including practical activities, specialized learning materials, and a combination of theoretical and practical knowledge. Improving teaching methods is essential to meet students' expectations and enhance the quality of English language education at Fine Arts universities in Vietnam.

## 5. DISCUSSION AND SOLUTIONS

With the rapid development of international integration, the demand for English proficiency among Fine Arts students has become increasingly important. However, the research findings show that the current English language teaching program at the National University of Art Education does not fully meet the needs and expectations of the students. Therefore, improving the quality of English language teaching is crucial. This section will discuss the existing issues in the teaching methods and curriculum, and propose solutions to enhance the quality of instruction, helping students acquire the necessary language skills for their future careers.

To understand the issues for improving the quality of English language teaching for Fine Arts students according to the learning outcomes at the National University of Art Education, the author conducted in-depth interviews with managers and English language instructors. The results of the interviews are as follows: 1) What is the main goal of the English program for Fine Arts students? Instructor A: "The goal of the program is to help Fine Arts students master basic English skills, especially specialized vocabulary and the ability to communicate in an international art environment." Manager H: "The program aims to equip students with language skills so they can study international materials, engage in cultural exchange, and present their artwork to international audiences." 2) Does the current program meet the language learning outcomes for Fine Arts students? If not, what aspects need improvement? Instructor L: "The program does not fully meet the learning outcomes

because it does not focus enough on specialized Fine Arts English. Students struggle when presenting their artistic ideas in English." Manager D: "Some content is not closely aligned with professional practice, and there is a lack of communicative practice activities and interactions with international artists." 3) What teaching methods are used to help students improve their specialized English skills? Instructor L: "We often use project-based learning, where students are required to present their artworks in English." Instructor H: "Some classes use role-playing techniques, where students take on roles such as museum guides or artists presenting their exhibitions." 4) What are the main challenges in teaching English to Fine Arts students? Instructor A: "Students often lack specialized vocabulary, particularly technical terms in Fine Arts." Manager H: "The biggest challenge is the limited teaching materials, which are not up-to-date and do not reflect real-world contexts." 5) What solutions should be implemented to improve the quality of English teaching for Fine Arts students? Instructor L: "We need to include more applied teaching materials, such as specialized Fine Arts English books and exercises related to graphic design or art criticism." Manager H: "We should increase the invitation of foreign instructors or organize international exchange events and workshops so that students have opportunities to practice English in real-world contexts." 6) What changes should be made in the development of the English curriculum? Instructor A: "The curriculum should integrate more practical activities, such as creating exercises that simulate real-life situations, for example, writing exhibition descriptions or introducing artworks." Manager D: "We should organize short-term courses or themed workshops that combine theory and practice to better meet the demands of the international market."

Content	Number (N)/ Ratio(%)	Strongly Disagree	Disagree	Agree	Strongly Agree
Integrating Fine Arts content into the current English program	N	3	17	134	71
	%	28	34.22	32.89	4.89
Increasing learning time for specialized skills such as vocabulary and art terminology:	N	8	38	141	38
	%	27.35	31.39	37.67	3.59
Adjusting the curriculum to align with international learning outcomes such as CEFR	N	6	59	97	63
	%	2.67	26.22	43.11	28.00

Source: Data from the author's project code B2024-GNT-01

**Table 1. Improving the English Language Training Program**

Table 1. The survey results show a strong consensus among students regarding the integration of Fine Arts content into the current English program. A total of 71 students (4.89%) strongly agreed, and 134 students (32.89%) agreed, while a significant proportion of students, 17 (34.22%), disagreed, and 3 students (28%) strongly disagreed. This indicates the need



to combine English language learning with specialized content to not only teach the language but also ensure its applicability in students' professional contexts. Furthermore, the results suggest a relatively strong agreement among students for increasing learning time for specialized skills, with 141 students (37.67%) agreeing and 38 students (3.59%) strongly agreeing. However, 8 students (27.35%) disagreed, and 38 students (31.39%) disagreed slightly. This highlights a clear demand to enhance vocabulary and art terminology in the curriculum to help students feel more confident using English in international art contexts. On the other hand, the survey results reveal a divided opinion regarding adjusting the curriculum to align with international standards such as CEFR. While 63 students (28.00%) strongly agreed and 97 students (43.11%) agreed, 59 students (26.22%) disagreed, and 6 students (2.67%) strongly disagreed. Despite the majority of students supporting the alignment with international standards, some feel it may not be necessary or could be difficult to implement effectively.

Content	Number (N)/ Ratio(%)	Strongly Disagree	Disagree	Agree	Strongly Agree
Organize training courses to enhance the teaching skills of English instructors in Fine Arts.	N	11	34	109	71
	%	28	34.22	32.89	4.89
Strengthen collaboration between English instructors and Fine Arts faculty members.	N	15	29	95	86
	%	6.67	12.89	42.22	38.22

Source: Data from the author's project code B2024-GNT-01

**Table 2. Developing the Faculty Staff**

The survey results in Table 2 show that there is strong support for the professional development of English instructors. In terms of organizing training courses to enhance the teaching skills of English instructors in Fine Arts, 71 students (4.89%) strongly agreed, and 109 students (32.89%) agreed, while 34 students (34.22%) disagreed, and 11 students (28%) strongly disagreed. This indicates a significant demand for providing English instructors with specialized training in Fine Arts to improve their teaching quality.

Regarding the second point, which involves enhancing cooperation between English instructors and Fine Arts faculty members, 86 students (38.22%) strongly agreed, and 95 students (42.22%) agreed, while 29 students (12.89%) disagreed, and 15 students (6.67%) strongly disagreed. These results clearly indicate that students strongly support fostering collaboration between English instructors and Fine Arts faculty to better integrate language instruction with the specific needs of Fine Arts education.

Content	Number (N)/ Ratio(%)	Strongly Disagree	Disagree	Agree	Strongly Agree
Developing specialized Fine Arts learning materials in English	N	23	38	131	31
	%	10.31	17.04	58.74	13.90
Using online and multimedia learning materials to support study:	N	27	41	122	35
	%	12.00	18.22	54.22	15.56

Source: Data from the author's project code B2024-GNT-01

**Table 3. Improving Learning Materials**

The survey results regarding the improvement of learning materials show a general positive trend, although with varying degrees of agreement; Developing specialized Fine Arts learning materials in English: A significant portion of students (58.74%) agreed with the need to develop specialized English materials for Fine Arts, and 13.90% strongly agreed. However, 17.04% disagreed, and 10.31% strongly disagreed. This indicates that while there is clear support for creating tailored resources, a portion of students may either feel that current materials are sufficient or may not fully recognize the importance of these specialized resources; Using online and multimedia learning materials to support study: A majority (54.22%) of students agreed that online and multimedia materials could support their learning, with 15.56% strongly agreeing. However, 18.22% disagreed, and 12% strongly disagreed. These results suggest that while there is a strong preference for utilizing digital resources, a portion of students may have concerns about the effectiveness or applicability of such materials in their studies. Thus, both areas—developing specialized English learning materials and utilizing online and multimedia resources—are largely supported by students. However, there is a moderate level of disagreement from some students, indicating room for further refinement and awareness-raising about the benefits of these improvements in the curriculum.

Content	Number (N)/ Ratio(%)	Strongly Disagree	Disagree	Agree	Strongly Agree
Applying modern teaching methods such as project-based learning, task-based learning, or CLIL	N	9	41	116	59
	%	4.00	18.22	51.56	26.22
Increasing English communication practice through real-world situations related to Fine Arts.	N	8	19	128	70
	%	3.56	8.44	56.89	31.11

Source: Data from the author's project code B2024-GNT-01

**Table 4. Innovating Teaching Methods**

The survey results on the innovation of teaching methods reveal strong support for modern and practical approaches, though with some variation; Applying modern teaching methods such

as project-based learning, task-based learning, or CLIL (Content and Language Integrated Learning): A significant portion of students (51.56%) agreed with using modern teaching methods, and 26.22% strongly agreed. However, 18.22% disagreed and 4% strongly disagreed. This indicates a generally positive reception toward modern teaching methods, particularly project-based learning and task-based learning. Nonetheless, a small portion of students may prefer traditional methods or feel unsure about the effectiveness of these new approaches in their studies; Increasing communication practice through real-world situations related to Fine Arts: A strong majority of students (56.89%) agreed with the idea of enhancing communication practice through real-world scenarios, with 31.11% strongly agreeing. Only 8.44% disagreed, and 3.56% strongly disagreed. This indicates a clear demand for practical, interactive learning experiences where students can apply their English skills in real-life contexts, particularly those relevant to the Fine Arts field. Thus, both areas innovating teaching methods through modern approaches and increasing communication practice in real-world Fine Arts contexts are highly favored by students. However, there is still a small group of students who may need more convincing regarding the advantages of these teaching innovations.

Content	Number (N)/ Ratio(%)	Strongly Disagree	Disagree	Agree	Strongly Agree
Creating an effective English communication environment at the university.	N	27	65	113	20
	%	12.00	28.89	50.22	8.89
Organizing extracurricular activities such as seminars, presentations on art in English.	N	34	52	103	36
	%	15.11	23.11	45.78	16.00

Source: Data from the author's project code B2024-GN1-01

**Table 5. Enhancing the Learning Environment**

The survey results reveal a mixed response regarding the creation of an effective English communication environment at the university. While a majority of respondents (50.22%) agreed and 8.89% strongly agreed, there is a notable portion of students (12.00% strongly disagreed and 28.89% disagreed) who feel that the current environment does not fully support their needs for practicing English. This suggests that there is room for improvement in providing more opportunities for students to use English in real-life situations. Similarly, the feedback on organizing extracurricular activities such as seminars and art presentations in English shows positive interest, with 45.78% agreeing and 16.00% strongly agreeing. However, 15.11% strongly disagreed and 23.11% disagreed, indicating that while many students value such activities, there may be challenges in their execution or availability. Overall, these results highlight the importance of enhancing both the English communication environment and the quality of extracurricular activities to better meet student needs and expectations.

Content	Number (N)/ Ratio(%)	Strongly Disagree	Disagree	Agree	Strongly Agree
Revamping the assessment methods through projects and practical tests in English	N	17	35	143	30
	%	7.56	15.56	63.56	13.33
Collecting regular feedback from students to improve the curriculum	N	4	22	123	76
	%	1.78	9.78	54.67	33.78

The survey results indicate that there is strong support for innovative assessment methods, such as project-based evaluations and practical tests in English. A significant portion of students (63.56%) agreed and 13.33% strongly agreed with this approach, while only 7.56% strongly disagreed and 15.56% disagreed. This suggests that students are receptive to assessment methods that align more closely with real-world applications, as they can better demonstrate their language skills in practical contexts.

Additionally, the feedback on regularly collecting student opinions to improve the curriculum shows a very positive response. A substantial majority (54.67%) agreed, and 33.78% strongly agreed with the idea of continuous feedback, indicating that students recognize the importance of their input in enhancing the program. On the other hand, only 1.78% strongly disagreed and 9.78% disagreed, which indicates a general willingness among students to contribute to the ongoing improvement of the English language curriculum. These results emphasize the importance of adopting both innovative assessment strategies and regular student feedback to ensure the program remains relevant and effective.

Thus, the evaluation results from students, along with interviews with faculty members and administrators, indicate that the current English program at art universities has many limitations, particularly in meeting the practical needs of students in the fine arts field. Although creative teaching methods have been implemented, their execution has lacked coherence and effectiveness, leading to unsatisfactory outcomes. The primary reason identified is the limitation of teaching materials, which have not been updated, and the lack of alignment between the curriculum content and the actual demands of the fine arts industry. This creates difficulties for students in applying English to their professional work, reducing their ability to integrate internationally and develop their careers.

To enhance the quality of English teaching, attention should be focused on updating and revising teaching materials to ensure they are specialized and highly applicable. In addition, there is a need to enhance practical activities, providing students with opportunities to experience and practice language skills in real-life situations related to their work in the fine arts industry. Close collaboration between faculty members, universities, and international art organizations plays a crucial role in addressing the current challenges and creating conditions for students to

develop comprehensively in both professional and linguistic skills.

Overall, these results suggest that improving the curriculum, enhancing faculty capacity, updating teaching materials and methods, and creating a better learning environment are essential solutions to improve the quality of English language teaching for students in the fine arts field.

## 6. CONCLUSION

Enhancing the Quality of English Language Teaching for Fine Arts Students According to Learning Outcomes at the National University of Art Education in Viet Nam has highlighted several existing issues in the current curriculum. These include a mismatch between the English program and the specific characteristics of the Fine Arts discipline, the lack of practical application in teaching materials, and teaching methods that fail to meet the real-world needs of students. These factors have significantly impacted the development of students' English proficiency in their specialized field, limiting their ability to meet the demands of the international labor market.

Based on an analysis of the current situation, the study has proposed practical solutions for improvement. These include integrating specialized content into the curriculum, enhancing communication practice in real-world situations, improving teaching materials, and applying modern teaching methods.

The proposed solutions aim to integrate specialized content into the curriculum, strengthen communication practice in real-life contexts, improve learning materials, and apply modern teaching methods. These solutions are expected to help students develop their English proficiency in their field, improve communication skills, and better meet the demands of the international labor market. The effective implementation of these solutions will not only enhance the quality of teaching but also better prepare Fine Arts students for the global professional environment, aligning with international integration.

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